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Interim Revision
Social Studies


1970

Social Studies – Interim Revision

This booklet is issued so that schools may continue to develop their programs in Social Studies. The interim revision series, in which this is the last booklet to appear, presents new approaches to enrich programs in current use.

These interim courses are published for *study*, for *discussion* and for *optional implementation* in part or as a whole.

During the development of this outline, invaluable contributions have been made by many individuals and groups. Since the revision of curricula is a continuing process, suggestions and criticism will be appreciated.



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In Brief

The subject of Social Studies provides a vehicle through which the school can offer children in the Primary and Junior Divisions activities related to people, places and events in the world around them. The domain of the subject extends in time from man's early days to the present, and in space from a child's home to the farthest limits of man's exploration.

Year by year fresh facts and fresh insights produce more sophisticated concepts, so that gradually a child finds more satisfying patterns in the world around him. At the same time, he is developing as a person and his teacher uses the subject as an educational tool to enhance this growth in all its dimensions.

The guidelines describe a three-phase structure through which a child first explores the part of the world nearest to him, then communities farther away and finally areas around the globe that are selected for their contemporary importance or cultural significance. In outline:

Years One and Two:

The Child and His Neighbourhood

The Child and His Community

Years Three and Four:

Life in Canadian Communities

Life in Communities Abroad

Years Five and Six:

Area Studies of People in the Eastern Hemisphere

Area Studies of People in the Western Hemisphere

The basic plan delineates general areas for study in which teachers can plan curriculum units and children can pursue ventures. An additional structure based on local situations and current events can keep the curriculum relevant to the world in which young children live.

A General Rationale

The Shape of the Program

1 The domain of Social Studies is broad but distinct. Its realm includes environmental realities such as mountains and muskeg, tides and towns, and the changing face of our planet. The domain also includes the social realities, such as customs and laws, commerce and culture, home and home land, and the great network of relationships among the earth's inhabitants.

The realm of the program in the schools extends from the place where a child lives to the farthest part of the earth and into space beyond, and from the present days of a child's life back to past days and past events.

2 Such a large domain could be explored in many ways but in these guidelines a three-stage program is described. The program sets out activities so that a child explores first the part of the world nearest to him, then communities farther away and finally peoples and places thousands of miles away and hundreds of years ago.

More precisely, in the first phase the child studies his home neighbourhood and his home community. In the second phase he finds out about life in Canadian communities and also how other peoples live and have lived. In the third phase pupils and groups can make sample studies to discover what life is like in the eastern hemisphere and, last of all, in our western hemisphere. Each phase is designed as the basis for a two-year study.

3 The three-phase structure serves as a convenient framework around which to build a program, but additional themes will need to be improvised from time to time as cross-structures. Activities to suit the occasion have always characterized Ontario schools. For example, during Expo '70 many Ontario classes studied modern Japan, some projects extending over several weeks. As a second example, other children looked into their own city where urban renewal was in progress. They worked three months to envision and depict a possible city of the future and then organized an in-school exhibition.

It should be noted that these special activities can be as thoroughly planned as the other theme activities. Structures and cross-structures can become as enmeshed as warp and woof, and neither need be considered as less significant.

4 The week-to-week work in Social Studies is supported by the resources of many disciplines. As has been described earlier, children have the opportunity of examining the world around them, segment by segment. But this world is a real planet inhabited by real people, a whole world of infinite complexity. In analyzing this world, the resources of the disciplines can be put to use.

Anthropology, economics, geography, history, political science, and sociology have an armory of techniques and a treasury of information. Many of these resources are readily available to children, but others will be known only to their teachers who will need to alert the young searchers to their existence and location.

Maintaining Direction

1 Probably every person has a different idea of the function of Social Studies in schools. Each has a different aspiration, each a different expectation, and these differences engender a diversity of approach. Yet there are some common aims that give programs a sense of direction.

2 In the eyes of a boy or girl, Social Studies serves one main purpose: through this subject he becomes aware of the web of relationships between man and his world. Sometimes he needs to know something of man's life in past centuries to understand the present, and sometimes he needs to find out something of distant places to make sense out of his own neighbourhood, yet the question is always the same: "What is my place in this world around me?" Through this question, a child is seeking to know and to understand, for he is looking for meaning in the universe.

3 In the eyes of a parent, the subject has a further dominant purpose: to serve as a tool for the development of his child. Day by day he hopes that the child may become more independent, more trusting, more competent, more sensitive, more expressive, more loving, more generous, more deft, more joyous, more reliable and more complete in a thousand ways.

A child's being and becoming, his growth to maturity, is a continuous process which needs to be facilitated at all stages of his development in such a way that all dimen-

sions of his personality may be nurtured. Social Studies provides an excellent vehicle for fostering this growth.

4 From the viewpoint of today's society, the subject appears as an instrument for ensuring the survival and development of that society.

Through the social studies program, children and young people may be assisted in developing an awareness of values so that, as they grow, they may select for their own those values which they feel to be significant. They may gradually internalize these selected values and eventually become committed to governing their behaviour in accordance with them. The study of a citizen's responsibilities and a citizen's rights can become an integral part of the program.

In addition to showing sensitivity and love for their own country and countrymen, children can show love and compassion for mankind. The eleven-year-old who said that Canada is a country that is "worried about its and the world's problems" and the younger one who proposed "Canada should get five thousand dollars and feed everybody in the world that is hungry" spoke from the heart. Empathy, love and compassion are intrinsic to education, for with them learning becomes humane.

Suggestions for Studies

1 In the following pages 14–23, broad outlines are provided to guide class activities. These outlines represent something between a detailed outline in which the scope of the work is clearly limited and the sequence of topics determined in advance, and the kind of program where each teacher and class group makes its own specialized program.

For two main reasons the syllabus has been written in non-prescriptive form. First, those who learn and those who teach can have a major share in determining what might be learned. It is well known that learning takes place best when children study what they desire to learn. Teachers too have judgments to make about what they feel is important to study.

Second, the activities in Social Studies, even more than in other subjects, are based on local conditions and local experiences. What can be learned about Hamilton is quite different from what could be learned about Cornwall. Further, a child from Patricia and one from Windsor would begin to study life in Fort York or Peking from quite different points of view. Thus the choice of approach and the choice of topic should be made by teacher and pupils so that these choices may reflect the great variety of interests and abilities present in every classroom.

2 These guidelines have one main function: to provide a foundation for the planning of class activities, group ventures and individual projects. They do not list or describe what will be done and what can be learned. The guidelines form a charter or a licence to indicate some limits within which a teacher may plan work. In very general terms the guidelines define a domain for study.

Further, the guidelines provide sample themes and sample ideas that may trigger other ideas. For instance, the reference to "seasonal variations" related to a tourist

community on pages 18–19 may lead to ideas of winter games and winter travel, which may bring to mind the snowmobile that has revolutionized winter activities in Ontario. The fresh ideas that the guidelines trigger, not the guidelines themselves, constitute the course.

3 The expansion of guidelines into activities requires access to many resource materials and time for planning. Someone, quite often the teacher himself, will probe suggested themes to find out how much data is available. Between pages 8 and 12, there are sample pages of random data to indicate the wealth of information linked to any theme. It should be noted that items are presented in unordered fashion, much as the raw data would be found by school children in the complex world that surrounds them.

At the same time that a mass of unordered data is being sought and accumulated, one will find organized data in books, periodicals, films and TV programs. In addition to these, every teacher has his own background information. He has learned to sort out ideas, to arrange them in some kind of sequence and perhaps to accept hierarchies from many sources. The greater the scholarship of the teacher, the greater his perception of order in man's accumulated knowledge. But he must remember that the organization is his own order or perhaps the order developed in a discipline. It is not likely to be the same order that a young child will adopt or the order needed in a fresh "here and now."

When children meet a situation where everything has been organized, there is no opportunity left for them to set things in an order reasonable to them. For this reason topical outlines have been avoided in these guidelines and even suggested themes are listed without implied sequence.

4 The development of a theme as a class activity, from starting point to culminating event, usually has four stages: the gathering of data, its organization into a pattern, the expression of this new formulation and the assessment of the operation. At every stage a teacher has the role of the encourager, supporter, adviser and the expeditor.

In the first phase, children can use source materials to gather items of information that seem to be related to the theme and the starting point. The data may be so abundant that children will want to work in groups probing specific aspects.

In the second phase, children can organize the information so that patterns can be found to describe events and situations, and thus formulate explanations.

In the third phase, once a child sees meaning, he can express it at easel, work-bench, writing-desk or with film and tape.

Finally, every venture can be brought to a close in some high occasion or given some special recognition. Sometimes a display announces the findings, sometimes a few boys and girls are invited from another class to hear about the explorations and the discoveries, sometimes time is set aside for a full discussion of the venture by those who shared in its planning and execution. In completing an activity there is always an element of retrospection and evaluation.

Note:

The following sample pages are included as an indication of the possible breadth of a theme. The common feature to all these is the range of random data that is associated with a central theme.

Each theme is presented in a different format.

No page is intended as a theme outline or even as a definition of what could be taught.

People

Numbers and distribution of population

Home Life

child life tasks chores

Origin

Britain Spain France

Holland Dahomey Congo India China

Religion

religious origins

and differences from island to island

Cultural Developments

music – calypso, steel drums

dances – limbo

dress

festivals – mardi gras, carnivals

Occupations

tourism, agriculture, mining,
lumbering, fishing, plantation,
influence of technology

Place

tropical plants trees

Climate

temperatures rainfall

winds hurricanes rain shadows

Origin

islands are submerged mountain tops,
sharp relief, coral reefs, the Hispaniola

Knot, various islands

Strategic Location

military Panama Canal

trade wind belt air travel

Sculpturing of Landscape

crustal movement

erosion by wind and water

volcanic action

Change

Forms of Government

political affiliations

Population Growth

overcrowding

house emigration

Land Tenure

inequality of

ownership

Investment Capital

foreign investment
and industrialization



West Indies

The following lists, arranged in random order, indicate some aspects of Iceland that could be studied to give children an idea of the quality of life in a modern mountainous sea-coast community.

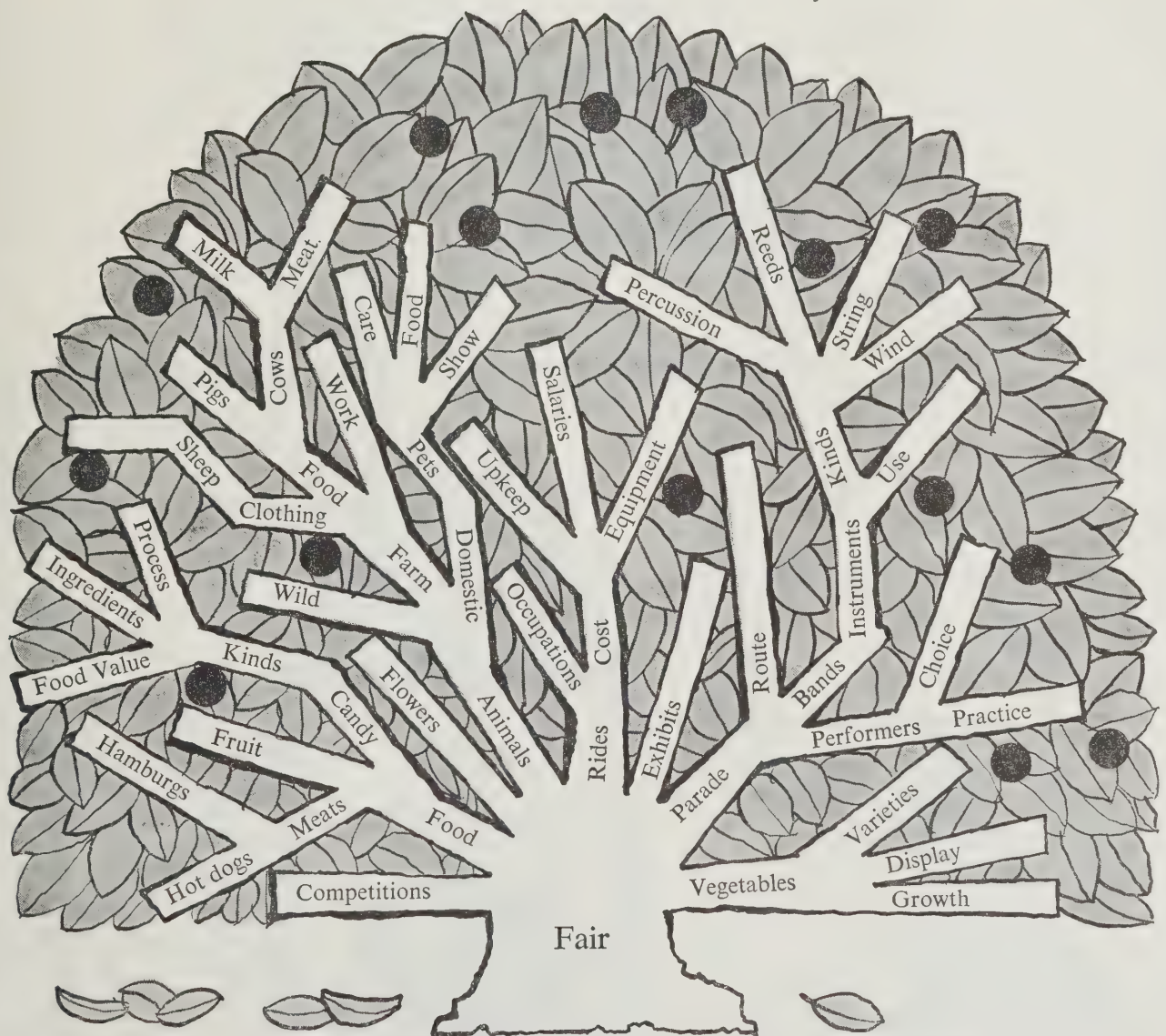
fiords	books
Myvatn	houseclusters
tourist trade	Thingvellir
Grimsey	climate
air lines	Hekla
skiing	volcanoes
waterfalls	sagas
Ingolfur Arnarson	national library
greenhouses	Geysir
salmon	Jon Sigurdsson
hot springs	rainfall
Arctic Circle	Denmark
cod	steamers
population	Reykjavik
Leif Ericsson	earthquakes
Keflavik	Gimli in Manitoba
birch	sheep farming
trawlers	emigration to Canada
krona and eyrir	Icelandic language
University of Iceland	non-wood houses
althing	ponies
glaciers	seal
Surtsey	

To understand something of modern life in an oriental nation, children should seek information from many sources. Some of the items on this page could lead to interesting aspects of Chinese life.

acrobatics	Mao-tse-tung
bamboo	Mencius
blast furnaces	The Middle Kingdom
Boxer Rebellion	Ming dynasty
Buddhism	Moon Festival
Cantonese and Mandarin	Norman Bethune
characters	October First
chopsticks	Opium War
Confucius	pagoda
Cultural Revolution	Pearl Buck
dragon dance	Peking
<i>Dream of the Red Chamber</i>	People's Liberation Army
<i>Diary of a Madman</i>	porcelain
female emancipation	Red Guards
Great Leap Forward	rice
Great Wall	shuttlecock
Han group	silk
irrigation	Sun Yat-sen
junks	Taiping Rebellion
kite flying	Taoism
<i>ku, pipa and ti</i>	Three Principles of the People
Kuomintang	Yangtse
Lao-tzu	Yellow River
Lord Macartney	Young Pioneers
	yuan

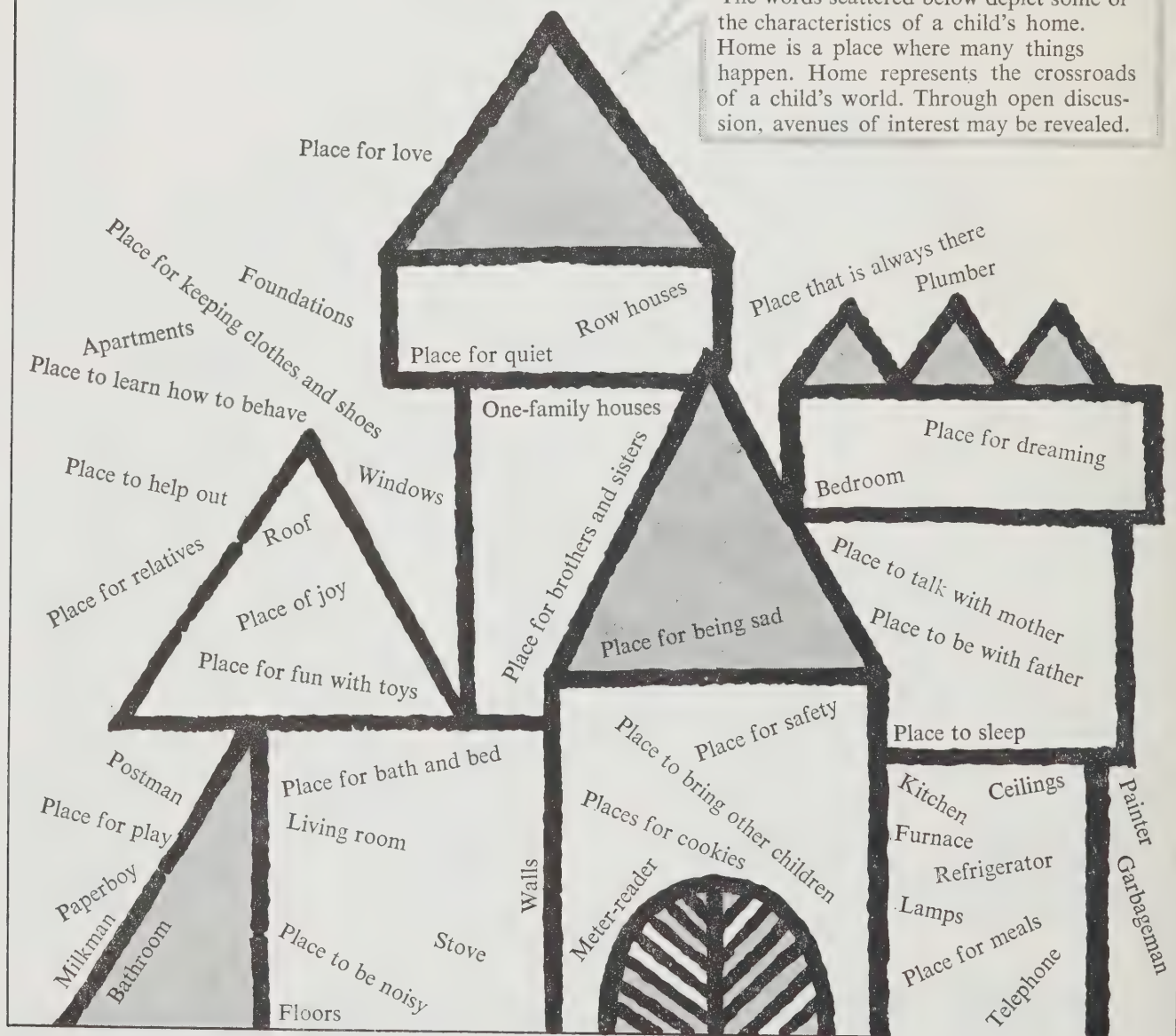
A Fall Fair

This chart shows how some interests of pupils and some suggestions by a teacher may be combined to form the basis of a unit of study.



A Child's Home

The words scattered below depict some of the characteristics of a child's home. Home is a place where many things happen. Home represents the crossroads of a child's world. Through open discussion, avenues of interest may be revealed.

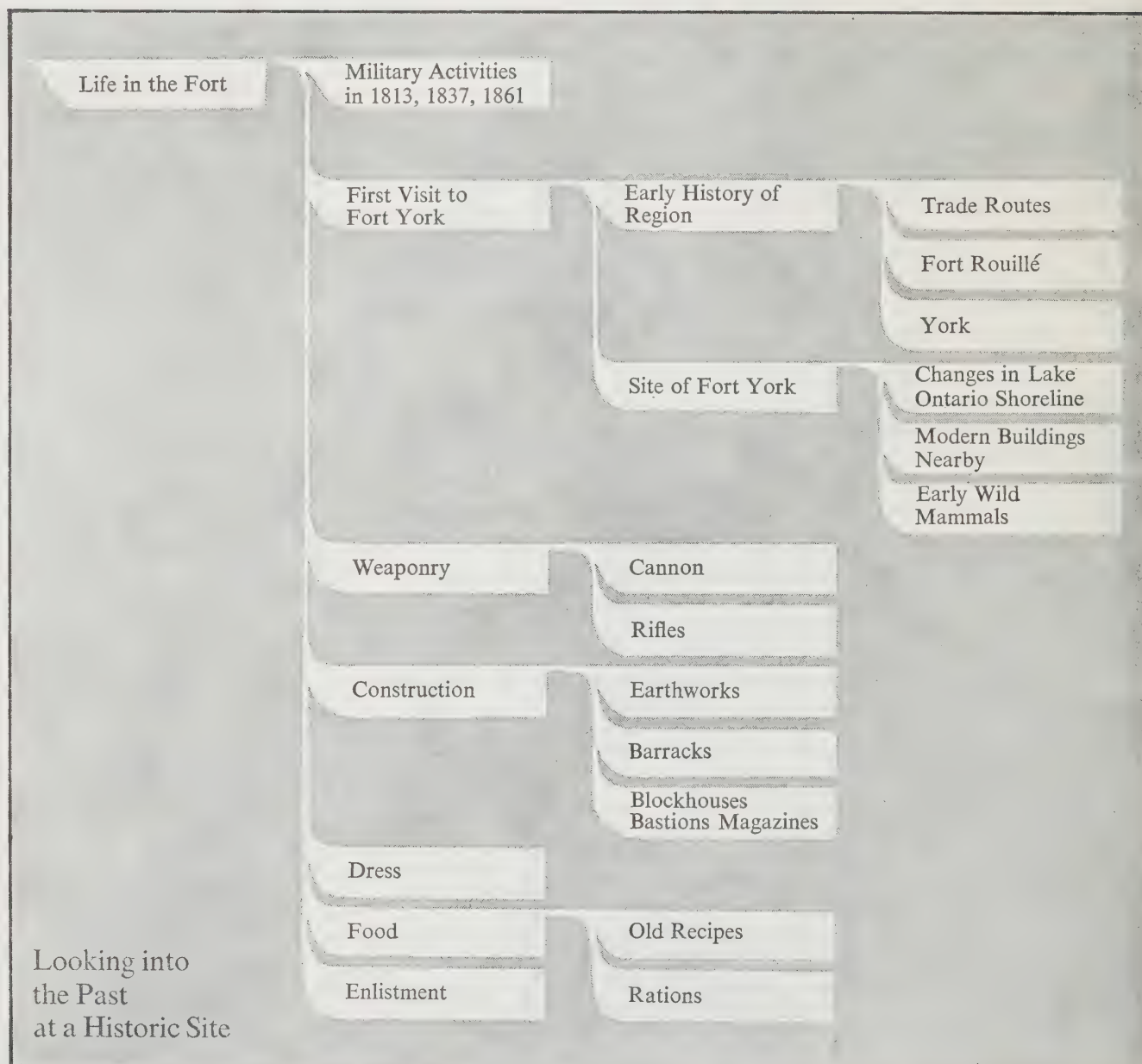


The Voyage of the Nonsuch

Children might select aspects of the voyage that interest them, and thus follow in some depth topics related to a central theme of exploration.

Jib, foresail, mainsail, main topsail, mizzen and mizzen topsail. The *Nonsuch Ketch*. Biscuits and flour, pease and oatmeal, raisins, prunes, sugar and spice, oil and vinegar and eight gallons of lemon juice. Médard Chouart, Sieur des Groseilliers and his brother-in-law, Pierre Esprit Radisson. Wampum. Width 15 feet, and 37 feet long on the keel. Labrador. Forty-four days from land to land. Six small two-and-a-half-pounder guns. Water carried in casks. Cargo of skins worth £1400. From the Thames, June 3, 1668. Anchorage on October 1 in the Rupert River. Usual crew of twelve. Russians wanting first-class beaver furs. Captain Gillam, Pierre Romieux the French surgeon and two mates, Thomas Shepard and James Tatnam. Belcher Islands to south end of James Bay. The new *Nonsuch* launched on August 22, 1668. The original *Nonsuch* purchased for £290 in 1668. Founding of Hudson's Bay Company in 1670. A vessel of the galiot order equipped with two masts. Wooden cabin on shore. Coureurs de bois. Sailing down latitude of 59° North. Sale of *Nonsuch* for £152 10s. A mermaid with raised arms and tail terminating in decorative foliage. Lion masks. Piloting the *Eaglet* and *Nonsuch* ketches out the River. Leaded windows. The whole Country full of Spruce. Places of rendez-vous in case of separation. English businessmen and courtiers. Direct access by sea to furs of the northern forest. Forty or fifty tons. About 1,400,000 square miles of Canada. Polar bears. To the River on the East side which the *Indians* told us of. October 1669. Hanging knees. English oak and elm. Returned with a considerable quantity of Beaver. Tall mainmast in front and small mizzen behind setting square sails from both. King Charles II. Salt beef and pork, hard biscuits and bread. Lighting from candles and oil lamps.

Random data describing the 1668–69 voyage of the Nonsuch and the replica that came to Canada in 1970, from the Winter 1968 issue of "The Beaver" and the H.B.C. Nonsuch booklet.



Considerations in Planning

1 Planning the activities should be a joint venture of those who will teach and those who will learn. Teachers bring to the planning session their knowledge of what resources are available and what experiences may benefit children; reveal what they already know and what they might plan for. Teachers can see what children need as well as what they enjoy.

Although teachers have more and more information in mind and at their fingertips, their primary role is to be “experience-providers” rather than “information-providers”. Though there are few certain answers to the question, “What is the best experience for these children?”, usually the best experiences emerge naturally.

Sometimes books on library shelves will reveal the adventures of the early settlers of Ontario. Magazines and newspapers may introduce children to the conquest of space. Through television pupils can see the wave of immigration that opened up the West early in this century or the industrialization of post-war Japan. Through films, they can follow the Trail of '98. A short field trip may bring them to a work crew patching a sidewalk pavement; a longer one may bring them to a pioneer village.

2 Children like to do things and to do them well. They want to learn how to conduct interviews, how to gather information, how to analyze and organize data, how to make decisions, how to criticize constructively. They need to know some of the practices of field work, such as setting out a transect and recording data in a field book. When there is information to be collected, they will need to know how to represent time, distance and quantities in tabular and graphic form.

On occasion, skills may be taught in advance of need, but often it is wise to wait for the situation where a skill is needed. Pupils should understand that there is no mystery about the origin of skills, but that other children, other men and women have invented many techniques and devices to probe incisively into the world and to portray more clearly what the world is like. Teachers and children have inherited this great wealth of skills.

3 Children are seldom satisfied by merely making the discovery; usually they want to show their findings to others. This expression is a natural and integral part of

the experience and, as the “experience-provider”, a teacher can arrange that a child have many media for expression.

After a trip on a ferry, a youngster may plan to build a tanker on a workbench or paint what he saw at the dock-side. He may want to capture again the cry of gulls on tape or record the voice of a young crewman. With camera, he may portray ship's officers on duty or the skyline as the ship leaves the dock. Some things he can put down on paper and other things he can recount to classmates as anecdotes.

4 Planning can include the formulation of short-range objectives that are consistent with long-term aims. As it develops, the program will depend on occasions and circumstances in the contemporary world, on the child's degree of interest, on the resources of materials and techniques provided by the teacher, and on the general pattern of school life. As units of work take their shape, detailed objectives can give immediate purpose to the activities in progress.

Setting down objectives in the development of the course requires scholarship and sensitivity, for objectives should be consistent with the aspirations of the pupil, the expectations of the teacher, and the unfolding opportunities that the course presents.

Phase One: The Neighbouring World

A child of six or seven lives a life centred on himself, his family, his friends, his house, his street, and his part of town or countryside. In addition to these surrounding realities, a wider world reaches towards the child through the television screen and the medium of print. Thus, a young child in the beginning years of school life is confronted by a complex world every day. While the school is not usually the centre of the child's life, it serves as a meeting place where children and teachers together can deepen and widen the experiences in the real world.

For these early years of a child's life, the teacher has two options. He may plan these experiences under the subject heading of "social studies" or he may include experiences from the nearby environment within the integrated education of the child.

Social Studies as a subject for study by young children becomes appropriate when there is proper correlation. Accordingly, the arts, language, mathematics, and science should be related to the chosen themes and topics, wherever desirable.

Alternatively, many teachers introduce the neighbouring world to young children in a global style, without reference to specific subjects. Through integrated study, children meet the world as it is and analyze it, using every skill of questioning, observation and description at their command.

In the first two years, the immediate neighbourhood forms the starting point for the child as he makes his personal exploration. The familiar sights, sounds and happenings provide a pool of rich experience. His ever increasing knowledge forms a basis from which he can compare and contrast his environment with that of other children and other people whom he meets in books, television, the cinema and through other media.

In Phase One, as in other phases, the syllabus shows a dual structure, one local and one universal. A large part of the syllabus lists suggestions for the study of the nearby world. But teachers are aware that a program becomes

artificial unless the whole of life touches the school. Hence in a kind of cross-structure, other themes intrude.

These cross-structure themes bring current events into the schools. When a new record is set in around-the-world travel, when fresh information is obtained from a space probe, when dissent and strife touch men's lives, children are made aware of the school's concern with world events and world issues.

The Child and His Neighbourhood

During this first year, the program depends on the realities that the child touches and that touch him, the neighbourhood within walking distance. These realities are the realities of the contemporary world and the world of previous generations. Accordingly, the program will change from year to year, reflecting the changes of the neighbourhood and the changing hopes and hazards of contemporary living.

Already by the time they enter school, boys and girls have discovered a great deal about the neighbourhoods in which they live. They have much to share with their schoolmates, much still to find out, and they have yet to organize many isolated facts of experience into patterns of thought. During this year the teacher can devise starting points around which units of work can develop. By way of example, the following themes are suggested, from which selections might be made.

The family as a basic social group could be studied. A child is usually interested in his place as a member of the family.

Such experiences as sharing, compromising, making decisions, carrying out responsibilities and obligations could be part of a unit on *living as a group in a home*. Children are also interested in the *activities in a home*, from making pies to caring for the ill.

The *house or apartment* can lead to a study of the many persons who supply services to the home or to activities that take place within the home.

The topic "*My School*" can lead to the discovery of the many relationships among school personnel and the children.

Exploration of the *school building* and *the playground* may lead to pictorial maps and to the gradual unfolding of concepts familiar to geographers: north-south and colour-coding on a map, for example.

Excursions to nearby *streets* may lead to a study of houses and the changes that are taking place.

The neighbourhood studies may extend to *individual shops* and to *plazas*, where direct observation of the provision of

goods and services can promote classroom activities.

Places of meeting such as churches, parks and theatres and *special days* such as Thanksgiving and Remembrance Day can provide starting points for discussion and activities.

Great events, both joyful and tragic, that occur beyond the neighbourhood should become part of the school program. Otherwise the limited domain for Year One would deprive children of a chance to discuss current events that affect their community.

Note:

The program indicated for Phase One is designed for a period of two years. However, the long-term themes, *The Child and His Neighbourhood* and *The Child and His Community*, may each be allotted more or less than a year, and hence Phase One may be treated as a continuum.

The Child and His Community

In this second part of Phase One, a child is encouraged to examine life in his own community. For children living in towns and cities the community may extend many miles beyond the home. Where population is scattered, the home community may be considered to include the countryside and the nearest centres used for shopping, education and entertainment.

Half a century ago when most Canadians lived in villages or in rural areas, it was possible for children to know the farmer, the butcher, the baker, the blacksmith, the station agent, the lawyer, the mechanic and other residents. It was easy to see the web of human relationships that supported community living. Now with four out of five Ontarians living in communities of over one thousand inhabitants, the school can perform a useful function in giving a child the opportunity to see patterns in his home community.

The following suggestions are intended to serve as examples, not to limit or define the program.

Children can explore hills and valleys, streets and streams that give *form and dimension* to a community. Afterwards they can sketch their impressions, make murals and maps.

By visiting old buildings, children can begin the search into the *origins* of the community.

Trips to *new roadways* and *new buildings* can balance visits to museums and historic places so that children may trace the direction in which the community is changing.

On a *grandparent's day*, children could talk with older citizens about earlier community life.

Teachers can create an awareness of the changing environment as the *seasons change*. The changes in clothing, footwear, games and household duties can be discussed and then recorded in a variety of ways.

Simple *daily events* may provide a basis for activities. For example, if a girl receives a Japanese doll as a gift or a boy has watched an Italian soccer team play on a local sports ground, these experiences may generate interest in beginning studies of child-life in Japan or sports in Italy.

Through experiences with traffic safety campaigns, fire

prevention, litter removal, road repairs and local elections, children can become aware of *community services*, and of the *duties of citizens*.

Since many communities are peopled by *ethnic groups*, school children may have ready access to overseas periodicals, to the dance and drama of diverse cultures, and to conversation with individual men and women familiar with other languages.

Discussions of the *wise use of community resources* can lead to activities through which children make a contribution to the conservation of clean air, water and landscape.

While the life of the community is the prime focus of the work in Year Two, there will be occasions when links between the home community and other communities, provinces, and even other countries will emerge. When a centenary *celebration* is taking place in a nearby community or province, when a *world event* is table talk or when a visiting *celebrity* brings another aspect of the world to the home community, the syllabus takes on a fresh dimension.

Phase Two: Life in Other Communities

Through direct experience, children in Phase One have learned a great deal about their environment, the people of the neighbourhood and themselves. They have begun to see the web of relationships between man and man, and between man and his planet. For most of his life the young child has been living and learning within walking distance of his school, and home, and only occasionally have the distant world and the world of the past imposed themselves on the "here and now".

In Phase Two his horizon widens and there is room for all the diversity that makes different communities distinctive. Each child now has an opportunity to study communities beyond his own.

Phase Two is divided into two segments: *Life in Canadian Communities* and *Life in Communities Abroad*. This arrangement is intended to facilitate the planning of curriculum over a two-year period. However, the planning can remain flexible so that the basic plan may be modified. If unexpected events centred in the neighbourhood, the province, or parts of the world beyond become dominant and of concern to boys and girls, major modifications may be necessary.

According to Jean Piaget, children develop through somewhat distinct periods. One of these is the stage of *concrete operations*. Most children in Year Three and Year Four are at this stage, where each has, to use Piaget's words, "a fairly stable and orderly conceptual framework which he systematically brings to bear on the world of objects around him." These children are not, however, at the stage of formal operations, where they could deal well with abstractions.

Fortunately there is a great variety and abundance of learning materials for studying the life that children, youth, and adults lead in distant communities. Through videotape or film the student can see the treetopper of British Columbia, the railway sectionman of Schreiber, or the Indians of the Amazon. Through radio and tape-recorder, he can hear Indian children of Brantford speak of their aspirations and activities. Through books and pictures, he can explore what it was like to be a Kelsey, a Cartier, a Pasteur or a Tom Thomson.

During Year Three, the focus is on representative Canadian communities, some of them in Ontario. Each

community will be chosen because the children find it interesting, and its study will enhance a broader understanding of Canada. Each unit will provide the framework for development of the skills of mapping, reading, organizing, interpretation, research and reporting.

Children will find that communities are set in time, as they are in place. Toronto may mean Brulé as well as Simcoe, Montgomery's Tavern as much as Nathan Phillips Square, and St. James' Cathedral as much as the St. Lawrence Centre.

Especially in Year Three, contemporary community events may lead to discussions and activities related to laws and by-laws, to elections and appointments, and to meetings of governing bodies, local, provincial and national. The recognition of the rights and duties of citizens may emerge as naturally from a newspaper headline as from a planned visit to a civic building but such important topics should not be left to chance.

During Year Four, the focus widens to the study of life in communities beyond Canada. The elements of people, place and change in the world-wide community provide an endless diversity of themes. Through inquiry, a child can widen his experiences with food, clothing, dwellings, work and recreation. He can compare the lives of overseas children with his own and probe the reasons for the differences. Children will find that overseas communities are linked with personages who have become legendary. The roster could include Mahomet, Christopher Wren, Joan of Arc, Peter the Great and St. Francis of Assisi.

As was mentioned for an earlier phase, the class activities are designed for a two-year span. The transition in Phase Two from a study of Canadian communities to communities abroad can be made at any convenient time, not necessarily at the end of Year Three.

If the choice of some communities to be studied is made in advance, extensive resource materials may be located and brought together. However, teachers and children will likely wish to make some selections during the school year according to national, provincial and local current events, such as centenary celebrations or the opening of civic centres.

Diverse kinds of communities are listed below so that children may get an idea of the variety that is Canada. For each community considered, there will be many approaches, all natural to the situation and each leading to its own packet of knowledge, its own inventory of skills and its own satisfactions. Each unit of work will lead to different culminating activities. Quite clearly there is no expectation that a class would make case studies for all the topics listed below, but no limit is proposed here.

Aside from the local community which was investigated in Phase One, *the past and present of another Ontario community* might prove fascinating. Throughout Ontario there are many museums, historic sites and restorations which could be visited and studied.

Rural children might be interested in studying their nearest *urban community*. In all cases, the two-way relation of the city and its rural hinterland should be kept in mind. For children of both rural and urban backgrounds, the study of an urban community could lead to a study of buildings, a study of the different steps in the manufacture of some product or a study of various kinds of employment.

Life in a farm community is now much different from that of pioneer times. City children might identify several kinds of farms that produce the food on their own dinner tables. The processes of food production as well as the interdependence of farm and city people could come to light through research and discussion.

Life in one Canadian Shield community might lead to a study of the resources of the North and its special problems. Children might consider such aspects as the length of winter, the closeness of man to the natural setting, the problems of providing medical and social services, the contributions of ethnic groups, and the hazards of de-

pendence on single resources such as ores, forests or animal life.

Life in a fishing community could lead to a study of inland waters or the oceans and to the many aspects of water transportation. Children may want to know details of the daily life of a fisherman. Who owns the boats? What games do children play? What do people eat? How much does a fisherman earn? How much does a ship cost?

Life in a northern community such as Eureka, Baker Lake, Moosonee, Inuvik, or Yellowknife could be the starting point for learning about the special skills of Indians or Eskimos, the significance of good transportation, and the resources that support the growth of the northern population.

Life in a western ranch or prairie community has its own story of landscape, climate, history, occupations and adventure. Wallace Stegner writes in *Wolf Willow*: "Seldom anywhere have historical changes occurred so fast. From grizzlies, buffalo, and Indians still only half possessed of the horse and gun, the historical parabola to Dust Bowl and near-depopulation covered only about sixty years. Here was the Plains frontier in a capsule, condensed into the life of a reasonably long-lived man."

Life in an early settlement can show how Europeans came to Canada, changed their manner of living and struggled to establish a new civilization. The 17th century settlement along the St. Lawrence River and in Huronia are examples.

Life in a suburban community remains different from life in a metropolitan community. How a dormitory community depends upon the nearby urban city could be investigated.

Life in a capital city, either national or provincial, links government with daily life. Children will have their own questions. Who made the city the capital? Why? Who uses the government buildings? What marks a capital city? What does a legislator do? What is a party? What laws affect me?

Life in a tourist or vacation community has interesting

seasonal variations. Characteristics of such places as Banff, Percé, Niagara Falls or other well-known resort areas might be worthy of investigation.

Life in an industrial community is a theme that embraces production methods, management practice, labour union activities and service to the consumer. Children will likely have their own inquiries regarding the life and work of plant personnel.

In Year Four children are encouraged to find out how people lived and worked in other times or in far-away places. One way to achieve this new expansion is to choose a particular community having one major characteristic, then research it in much the same manner as it was done for distinct Canadian communities earlier. These could be called sample studies or case studies, and again children will benefit from having a part in making this choice.

It should be noted that no systematic study of an area is proposed; area studies are suggested for Phase Three. The following paragraphs suggest communities for sample studies. Clearly a teacher and his class will need to select only a few from the large number listed.

A visit to a zoo or a circus where apes, monkeys and sloths are seen might be the beginning of a study of *life in a tropical forest*.

A newspaper clipping about Norilsk would make a starting point for the study of a *tundra community*.

A picture of a walled castle such as that at Caernarvon or Chateau Gaillard might start a study of *life in a medieval community*. Children could look into the occupations of the artisans of the Middle Ages and their amusements or the manner of dress of knights and peasants.

The *hot deserts* of Asia or Africa are especially interesting to children because of the culture of the people, their history and the continual struggle for survival. With some assistance children could relate dunes, seasonal streams, mirages and irrigation to their own experiences.

After seeing reproductions of cave paintings, children may become interested in making tools and weapons like those of a *stone-age community*. This might lead to the study of present day primitive communities or to a visit to excavations in nearby kitchen middens.

Some children are interested in celebrities such as Socrates, Henri Dunant, Joan of Arc, Robert Scott, Julius Caesar, John Caxton, Robert Bruce, Isaac Newton, George Stephenson, Florence Nightingale, Leo Tolstoi, Marco Polo, Abraham Lincoln, Paavo Nurmi and Miguel Hidal-

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go. A study of a great man could be reinforced by a study of his *contemporary community*.

In the fiords of Iceland and Norway, one finds the *mountainous sea-coastal community*. Here land and sea contribute to earning a livelihood. Children may investigate how roads are built, what fish are caught and what schools are like.

Individual works of architecture such as the Parthenon, The Coliseum, the Kamakura Daibutsu, the ruins of Pompeii, or Mayan temples could lead to a study of life in an *ancient community*.

Seeing a film or reading an article about Serengeti National Park could lead to a study of a *grassland community*. Children may be interested in the Masai people and their nomad life.

A *manufacturing and commercial community* such as Rotterdam or Osaka depends on raw materials, labour, power and good transportation. Children could find out about the daily life of a worker and social life in such a city.

Students could make travel guides for Edinburgh, Rome, London, Athens, Christchurch, Kyoto, Reykjavik, Cape-town, Kiev, Cairo, Bergen, Port of Spain, Cracow, Shanghai or Detroit. In the process of assembling information, they could learn much of *life in a modern city*.

In area studies, children have an opportunity to examine the human, physical, cultural, social and economic characteristics that make areas distinctive. During the Years Five and Six, teachers and children may select specific areas for the purpose of exploring how people live. The particular choice will be made by the children and teacher, bearing in mind the contemporary significance of the area and its people, the learning materials available and the degree to which its study will achieve the particular ends of society, teacher and pupil.

Choice may be made from several viewpoints. An area may be chosen on a political basis because as an independent state, as a province, or as a group of similar countries it yields interesting observations. An area may appear as a natural entity – for example, a river basin, a plateau or a desert region. An area may have a language base such as the Latin American republics.

In area studies pupils may begin in the present and then delve into the past in order to reach adequate explanations and to get a clearer understanding, for the world of our decade makes better sense when related to the past. On the other hand, they may wish to start with the past and trace the significant events until they reach the present with all its complexity.

The lives of men, women and children in a selected area are linked with hundreds of circumstances, some going back to the past and some clearly visible today. The physical features of an area, such as mountains, woodlands, marshes and waters, sometimes facilitate man's ventures and sometimes hinder them. Nor can life in an area be understood unless one knows something of a people's laws and literature, culture and spirit, resources and amusements. Since area studies can become very complex, teachers should encourage the pupils to approach these studies in a way natural to their age and maturity.

By the time children are working in Phase Three, they have much experience and have already learned many skills. However, at this age they are ready to learn additional techniques and to master some of the essential skills of the sociologist, geographer, writer, historian, artist, scientist and student. As in earlier years, these skills are not learned because the children want to be historians

Area Studies of People in the Eastern Hemisphere

or writers or the rest, but because they need them to do well what they want to do. Composing a travel-guide, painting a map of early Montreal on a wall, photographing the houses on a nearby street, writing a letter to a pen-pal half a world away, examining river water for sediments – all these demand skills, persistence and a measure of creativity.

In Year Five, the eastern half of the world is designated as the locale for area studies. This is a vast area where most of the world's inhabitants live, where there is the longest record of man's culture and within which there is a great variety of geographic, social, economic and political systems. Areas may be selected from diverse societies and regions such as England and China, the U.S.S.R. and Indonesia, Japan and India, Australia and Finland, and South Africa and Egypt. While this eastern hemisphere is to us the more remote hemisphere, it contains the ancestral cultural homelands of most of Canada's peoples.

In Year Six, it is from the western hemisphere that places for area studies are selected. As has been mentioned earlier, the area studies in Phase Three are designed as a continuing two-year program. Obviously, if current events bring an area into daily prominence, that area could be selected for study regardless of original plans.

One clear question is posed to the boys and girls as they begin Phase Three, "How do people in the eastern part of the world live?" Month by month, as more areas are studied and as different approaches are taken, they know more about how easterners live, feel, work and play.

Quite possibly children have already learned much concerning people, places and events in the eastern hemisphere. This will influence their choice of topics in Year Five as well as the approach taken by teacher and class. The following paragraphs suggest starting points. No specific number of area studies is proposed here.

Some children will have relatives in Hungary, Portugal, Italy, England and other areas. A *homeland study* can begin with interviews and discussions with parents and other relatives.

Food, furniture and pottery from across the Atlantic are often imported and available in stores and markets. Beginning with products, studies can be made of their *places of origin and the processes of production*. For example: Caciocavallo, Edam, Esrom, Roquefort, Stilton and Tilsit cheeses come from parts of Italy, the Netherlands, Denmark, France, England and Germany.

New air routes to Japan may recall the long story of *voyages by sea and land* in discovery of the Orient or the importance of *contemporary trade* between Canada and Japan.

The *early societies and present-day societies* of the Nile River, the Yellow River, the Indus River and the Tigris-Euphrates basin are revealed in both ancient artifacts and structures and modern ones.

Groups of students may work on segments of a *contemporary theme* such as *children's games in the eastern hemisphere*, *children's books for four continents* or *air transport within Asia and Europe*.

A comparison of *ancient maps* with modern ones should make students appreciate the work of explorers and the amount of knowledge that man has accumulated during the intervening centuries. Further, children might find out how the early Greek and Roman cartographers obtained

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their information and might trace how our knowledge of continental coastlines gradually improved, how our knowledge of mountain ranges and main rivers developed, and even how styles and symbols in cartography have evolved.

A study of an *achievement*, current or past, can be set in an area study. Children who know of achievements may realize that there are other Everests to climb, more Aswan Dams to build, many more marathons to run, and plenty of scope for new Jules Vernes and perhaps even a second Leonardo da Vinci.

Technology has much to offer as a starting point. How could a Chinese junk sail against the wind? Why have steel works and timber chemistry plants grown up around the Bratsk power station? How can butter and mutton be brought to Ontario from New Zealand?

Young children are often troubled by the contemporary problems of pollution, poverty, oppression, disease, illiteracy, anarchy, hunger, prejudice, war, cruelty and injustice. Since *social and political issues* are brought to today's schools, they are a part of social studies. Every area has its problems and successes whether the place be England, France, Viet Nam, Ceylon, Korea, Sweden, Switzerland or Greece.

A study could be made of *famous people and their homelands*. Children could select persons who interest them – for example, Hans Christian Andersen, Winston Churchill, Maria Skłodowska Curie, Anne Frank, Mahatma Gandhi, Beatrix Potter, Albert Schweitzer, Jan Sibelius.

Press reports of *United Nations activities*, including UNICEF, could initiate studies of its service to mankind.

In Year Six most schools will probably sample three areas in our hemisphere: Latin America, the United States and Canada.

To the child, the program poses one main question: "How do people in the western hemisphere live?" As he studies life in area after area he will develop a growing understanding of the web of relationships among people, institutions and the face of the Americas.

From the hundreds of areas that could be studied, a class with its teacher can select a few that promise to be most rewarding. Some suggested starting points are indicated in the following paragraphs.

Study could centre around the *life of people* in a rubber growing community or in the high Andes.

South America with its many countries lends itself to an *area study*. Canada has strong trade ties with Venezuela, Argentina, Peru, Brazil, Guyana and Trinidad.

As a project, groups could portray *contemporary aspects of Mexico* such as its terrain, its resources, its people, its culture and its sports.

Through classroom-to-classroom correspondence and through other means, Ontario children are already developing contacts with children in some *Caribbean islands*. Any one island group could form the basis for area study.

For Ontario schools near a border, a special study of the *bordering state* could be made. How was it settled? What kind of work do the people do? What are their pastimes and sports? What famous people have come from the state? What happens on a voting day? What relations exist between Ontario citizens and the state citizens?

Through long-term newspaper and magazine study, Canadian children could follow *contemporary life in America*.

Groups could prepare a documentary or a pictorial representation of *great events in American history*.

Booklets could be prepared on *memorable Americans*, the *landscape of the U.S.A.* or the *history of an industry* such as the ones centred on cotton, aerospace or the cinema.

Groups could research and write *stories from the history of Canada*.

A *book of Canadian people* could be prepared describing the times and lives of men and women like Lord Beaverbrook, Emily Carr, Samuel de Champlain, Madeleine de Verchères, Gabriel Dumont, Simon Fraser, Paul Kane, Sir Wilfrid Laurier, Sir John A. Macdonald, William Lyon Mackenzie, Agnes MacPhail, Hon. J. A. D. McCurdy, Louis Riel, Robert Service, John Graves Simcoe.

Booklets with such titles as "Newfoundland Today" or "Manitoba After a Hundred Years" could be prepared with the object of describing the *everyday life of the people*.

A present-day study of *housing* or *kinds of farms* could mirror life in Canada.

Children could prepare as a group contribution a *book of exploration* describing how their own area was discovered, explored and settled.

A group study of *present-day Ontario* might show how man has been influenced by the environment and how in turn man has changed the face of the province.

A series of studies of *life in Ontario* could show how the social and cultural activities of the people have changed since the coming of the Loyalists.

After field trips, children in Southern Ontario could sketch landscapes and photograph land features that reveal the *structure and story of the land and the Great Lakes*.

Particularly at times when there are stirring events in parliament, the legislature or local councils, the relation between the community and the governing bodies can be explored. Newspapers, magazines, and TV can introduce the study and serve as continuing sources of information. Whatever the aspects studied, children will have a chance to know, to feel and to live the *role of the citizen*.

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